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ABSTRACT

Developed by a project that validated task lists by a variety of teachers and apparel marketing business persons, this guide contains task lists for occupations in the field of apparel and accessories marketing. The guide is organized in three sections. Section 1 includes the following: (1) notes on using the information in the guide; (2) a competency task list for developing training plans and instructional materials; (3) a student competency checklist for tracking individual student progress, both in the classroom and on the job; (4) a list of the main tools and equipment used on the job; and (5) a list of some of the ways basic academic skills are used on the job. Section 2 provides the same types of information as the first section, except that in this section the information applies to training stockkeepers in apparel and accessories marketing instead of salespersons. Section 3 provides details on how the competencies were developed and validated and what tools were used in doing so. (KC)

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Validated Competency Task Lists

for

APPAREL AND ACCESSORIES MARKETING

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Validated Competency Task Lists for Apparel and Accessories Marketing

By

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Foreword

In 1990-91, the Texas Education Agency contracted with the Extension Instruction and Materials Center—Educational Resources at The University of Texas at Austin to develop competency task lists that address principle entry-level and career-sustaining jobs in the occupational category of apparel and accessories marketing. These task lists were to include or provide for (1) validation by a variety of teachers and apparel marketing business persons; (2) organization that facilitates the development of training plans, competency profiles, and individualized instructional materials; and (3) organization that would facilitate periodic updating and revalidation of the list. This publication, *Competencies for Apparel and Accessories Marketing*, is the result of this project.

Section I of this publication, Salesperson in Apparel and Accessories Marketing, includes (1) notes on using the information in the section; (2) a competency task list for developing training plans and instructional materials; (3) a student competency checklist for tracking individual student progress, both in the classroom and on the job; (4) a list of the main tools and equipment used on the job; and (5) a list of some of the ways basic academic skills are used on the job.

Section II, Stockkeeper in Apparel and Accessories Marketing, provides the same types of information as Section I, except that here the information applies to training stockkeepers instead of salespersons.

Section III, Development of the Competency Task Lists, provides details on how the competencies were developed and validated and what tools were used in doing so. This information should be useful for educators who want to develop additional competency task lists for other areas of marketing.

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Texas Education Agency

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I

Salesperson in Apparel and Accessories Marketing

Introduction and Overview

Introduction

This section includes (1) notes on using the information in the section; (2) a competency task list for developing training plans and instructional materials; (3) a student competency check list for tracking individual student progress, both in the classroom and on the job; (4) a list of tools and equipment used on the job; and (5) a list of ways basic academic skills are used on the job.

In conducting the occupational analysis that resulted in these materials, two additional factors became clear that should be noted here. First, titles other than "salesperson" are also used to describe this role, with "sales associate" probably being the most common. Second, a salesperson's role in apparel and accessories marketing can vary significantly from business to business, with the scope of the job dependent upon the size of the business and the manner in which it is organized. However, the description of a salesperson's role that is presented here is generalizable across businesses and adaptable to the needs of each one.

Overview

The Competency Task List for Salesperson in Apparel and Accessories Marketing that was developed and validated in this project is useful in developing training plans, competency profiles, and instructional materials to prepare students for successful work in sales and in marketing jobs that include sales as part of their responsibilities. Although the project focused on the occupational category of apparel and accessories, the resulting task list may be appropriate for sales in other areas as well.

The areas of responsibility and tasks are organized in the task list according to several factors, including the sequence in which they are generally performed, the relative amount of time a salesperson usually dedicates to each, and the order which is the most conducive to clear communication.

In order to meet different educational and training needs, the competency task list has been developed in two formats.

- The *Competency Task List for Salesperson in Apparel and Accessories Marketing* includes four types of information: (1) the areas of responsibility; (2) the tasks related to each area; (3) the relative importance of each task; and (4) whether or not each task is entry level. This format is *particularly useful for developing training plans and instructional materials.*

- The *Student Competency Check List for Salesperson in Apparel and Accessories Marketing* also includes the areas of responsibility and tasks related to each area. But it is organized for *use in tracking individual student progress, both in the classroom and on the job*. Thus, it is useful for the student and the employer, as well as the teacher/coordinator, in ensuring that appropriate training is provided and the goals of that training are achieved. This Student Competency Check List may be duplicated for use with individual students.

The research conducted in this project also resulted in a list of *tools and equipment* that are used by salespeople in apparel and accessories marketing and ways in which salespeople use *basic academic skills* to do their jobs. This information should also be helpful in providing an appropriate and useful education for marketing students.

Competency Task List for Salesperson in Apparel and Accessories Marketing

Purpose

The format used in the following Competency Task List for Salesperson in Apparel and Accessories Marketing is *particularly useful in developing training plans and instructional materials*. It lists the six major areas of responsibility of that job, with the related tasks for each area listed beneath it. The importance of each task, averaged across all respondents, is designated by the number following the task, using a scale of 1 to 3 with 1 being "not important" and 3 being "essential." The percentage of respondents who indicated that a task is expected of any entry-level employee also follows each task.

Competency Task List

Areas of Responsibility and Tasks	Importance Scale 1-3 3=Essential	Entry Level - YES -
A. PROMOTE PERSONAL AND PROFESSIONAL DEVELOPMENT.		
1. Know and follow company policies and procedures.	2.9	81%
2. Project professionalism in dress, grooming, body language, posture, speech, attitudes, and performance.	2.8	83%
3. Establish and maintain positive working relationships.	2.7	83%
4. Develop and maintain good work habits and skills.	2.7	81%
5. Develop and maintain personal characteristics and attitudes that enhance value as an employee.	2.5	75%
6. Demonstrate pride in self, job, and employer.	2.7	78%
7. Develop effective oral and written communication skills.	2.3	70%
8. Stay abreast of company and industry trends and terminology.	2.3	46%
9. Participate in professional and personal development activities.	2.2	47%

Areas of Responsibility and Tasks	Importance Scale 1-3 3=Essential	Entry Level - YES -
B. MAINTAIN INVENTORY/STOCK.		
1. Monitor stock for worn and damaged goods.	2.3	67%
2. Ensure merchandise is properly tagged.	2.5	81%
3. Price and reprice merchandise.	2.5	64%
4. Prepare stock for sales floor.	2.5	81%
5. Monitor and suggest inventory needs.	2.3	50%
6. Assist in physical inventory.	2.3	64%
C. MAINTAIN ENVIRONMENT CONDUCIVE TO SELLING.		
1. Keep dressing rooms, sales floor, and stockroom neat, clean, and well-organized.	2.8	88%
2. Keep sales floor well stocked.	2.6	81%
3. Keep merchandise neat and well organized.	2.7	91%
4. Monitor temperature, lighting, and music for appropriate levels.	2.0	52%
5. Establish and maintain familiarity with merchandise and its location.	2.7	82%
6. Be helpful, friendly, courteous, and professional.	2.9	97%
7. Establish and maintain good customer relations.	3.0	91%
8. Be sensitive to comfort of customers' companions.	2.6	91%
D. SELL MERCHANDISE AND RELATED SERVICES.		
1. Monitor and respond promptly to customer traffic.	2.7	71%
2. Listen to customers to determine their wants and needs.	2.8	84%
3. Create customer desire.	2.5	74%
4. Inform customers about available merchandise and its location.	2.7	84%

Areas of Responsibility and Tasks		Importance Scale 1-3 3=Essential	Entry Level - YES -
D.	SELL MERCHANDISE AND RELATED SERVICES (continued).		
5.	Assist customers in dressing rooms.	2.6	88%
6.	Provide wardrobe consultation on issues such as fit, fashion, accessories, etc.	2.5	64%
7.	Close sale.	2.7	81%
8.	Suggest related services, e.g., opening credit accounts, tailoring/alterations, pressing, layaway, gift wrap, deliveries.	2.5	72%
E.	PROCESS SALES TRANSACTION.		
1.	Remove sensor tags.	2.4	77%
2.	Determine methods of payment.	2.6	79%
3.	Prepare sales and charge slips.	2.7	83%
4.	Prepare paperwork for related services, e.g., deliveries and layaways.	2.6	80%
5.	Key sales into register.	2.8	83%
6.	Obtain approvals for checks and credit cards.	2.7	84%
7.	Make change.	2.7	86%
8.	Package merchandise for customers.	2.5	80%
9.	Give customers receipts and merchandise.	2.8	87%
10.	Make customers feel positive about purchase.	2.9	90%
11.	Thank customers for business.	3.0	93%
*	Validator added "Give a business card" as an essential entry-level task.		
F.	MAINTAIN SECURITY.		
1.	Know characteristics and techniques of shoplifters and other security risks.	2.6	83%
2.	Monitor and report suspicious behaviors and activities.	2.6	83%

Areas of Responsibility and Tasks		Importance Scale 1-3 3=Essential	Entry Level - YES -
F.	MAINTAIN SECURITY (continued).		
3.	Follow proper procedures to protect against shoplifting, improper returns, quick-change artists, and fraudulent use of checks and credits cards.	2.7	83%
4.	Ensure sensor tags are on merchandise, where appropriate.	2.5	79%
G.	OTHER SKILLS AND KNOWLEDGE.		
1.	Reading	2.5	90%
2.	Writing	2.5	86%
3a.	Addition, subtraction, multiplication, and division	2.7	90%
3b.	Percentages	2.5	93%
3c.	Fractions	2.0	67%
3d.	Decimals	2.5	87%
3e.	Weights and measures	1.6	45%
4.	Oral communication	2.6	90%
5.	Computers	1.9	60%

Student Competency Check List

Salesperson
in Apparel and Accessories Marketing

Student _____

A. PROMOTE PERSONAL AND PROFESSIONAL DEVELOPMENT.

_____ 1. Know and follow company policies and procedures.
_____ 2. Project professionalism in dress, grooming, body language, posture, speech, attitudes, and performance.
_____ 3. Establish and maintain positive working relationships.
_____ 4. Develop and maintain good work habits and skills.
_____ 5. Develop and maintain personal characteristics and attitudes that enhance value as an employee.
_____ 6. Demonstrate pride in self, job, and employer.
_____ 7. Develop effective oral and written communication skills.
_____ 8. Stay abreast of company and industry trends and terminology.
_____ 9. Participate in professional and personal development activities.

B. MAINTAIN INVENTORY AND STOCK.

_____ 1. Monitor stock for worn and damaged goods.
_____ 2. Ensure merchandise is properly tagged.
_____ 3. Price and reprice merchandise.
_____ 4. Prepare stock for sales floor.
_____ 5. Monitor and suggest inventory needs.
_____ 6. Assist in physical inventory.

C. MAINTAIN ENVIRONMENT CONDUCIVE TO SELLING.

_____ 1. Keep dressing rooms, sales floor, and stockroom neat, clean, and well organized.
_____ 2. Keep sales floor well stocked.
_____ 3. Keep merchandise neat and well organized.
_____ 4. Monitor temperature, lighting, and music for appropriate levels.
_____ 5. Establish and maintain familiarity with merchandise and its location.
_____ 6. Be helpful, friendly, courteous, and professional.
_____ 7. Establish and maintain good customer relations.
_____ 8. Be sensitive to comfort of customers' companions.

D. SELL MERCHANDISE AND RELATED SERVICES.

_____ 1. Monitor and respond promptly to customer traffic.
_____ 2. Listen to customers to determine their wants and needs.
_____ 3. Create customer desire.
_____ 4. Inform customers about available merchandise and its location.
_____ 5. Assist customers in dressing rooms.
_____ 6. Provide wardrobe consultation on issues such as fit, fashion, accessories, etc.
_____ 7. Close sale.

____ 8. Suggest related services, e.g., opening credit accounts, tailoring/alterations, pressing, layaway, gift wrap, deliveries.

E. PROCESS SALES TRANSACTION

____ 1. Remove sensor tags.
____ 2. Determine methods of payment.
____ 3. Prepare sales and charge slips.
____ 4. Prepare paperwork for related services, e.g., deliveries and layaways.
____ 5. Key sales into register.
____ 6. Obtain approvals for checks and credit cards.
____ 7. Make change.
____ 8. Package merchandise for customers.
____ 9. Give customers receipts and merchandise.
____ 10. Make customers feel positive about purchase.
____ 11. Thank customers for business.

F. MAINTAIN SECURITY.

____ 1. Know characteristics and techniques of shoplifters and other security risks.
____ 2. Monitor and report suspicious behaviors and activities.
____ 3. Follow proper procedures to protect against shoplifting, improper returns, quick-change artists, and fraudulent use of checks and credits cards.
____ 4. Ensure sensor tags are on merchandise, where appropriate.

G. OTHER SKILLS AND KNOWLEDGE.

____ 1. Reading
____ 2. Writing
____ 3a. Addition, subtraction, multiplication, and division
____ 3b. Percentages
____ 3c. Fractions
____ 3d. Decimals
____ 3e. Weights and measures
____ 4. Oral communication
____ 5. Computers

Tools and Equipment for Salesperson in Apparel and Accessories Marketing

The following are the main tools and equipment that are used by salespeople in apparel and accessories marketing.

Calculator
Calendar
Cash register
Computer
Hemming stick
Labeler
Measuring tape
Steamer
Tailor's chalk
Telephone
Ticket machine
Time clock
Typewriter

Academic Skills for Salesperson in Apparel and Accessories Marketing

The following are some of the ways that salespeople in apparel and accessories marketing use reading, writing, mathematics, and science in their jobs.

Reading

Abbreviations and symbols
Advertisements
Calendars
Computer menus
Customer letters
Employee benefits
Employment forms
Information sheets
Inventory reports
Job application forms
Labels
Memorandums and messages
Paychecks
Phone books
Policies and procedures of employers
Pricing information
Product information
Promotional materials
References
Schedules
Tickets
Time cards
Work schedules

Writing

Employment forms
Inventory
Job application forms
Labels
Letters
Messages
Orders

Price change forms
Reponses to complaints
Tickets
Transfers

Mathematics

Calculating prices
Figuring commissions
Figuring discounts
Figuring tax
Interpreting floorplans
Taking inventory
Making change
Measuring
Paychecks
Time cards

Science

Dyes
Textiles

II

Stockkeeper in Apparel and Accessories Marketing

Introduction and Overview

Introduction

This section includes (1) notes on using the information in the section; (2) a competency task list for developing training plans and instructional materials; (3) a student competency check list for tracking individual student progress, both in the classroom and on the job; (4) a list of tools and equipment used on the job; and (5) a list of ways basic academic skills are used on the job.

In conducting the occupational analysis that resulted in these materials, two additional factors became clear that should be noted here. First, titles other than "stockkeeper" are also used to describe this role, with "stocker" probably being the most common. Second, a stockkeeper's role in apparel and accessories marketing varies somewhat from business to business, with the scope of the job dependent upon the size of the business and the manner in which it is organized. However, the description of a stockkeeper's role that is presented here is generalizable across businesses and adaptable to the needs of each one.

Overview

The Competency Task List for Stockkeeper in Apparel and Accessories Marketing that was developed and validated in this project is useful in developing training plans, competency profiles, and instructional materials to prepare students for successful work in stockkeeping and in marketing jobs that include stockkeeping as part of their responsibilities. Although the project focused on the occupational category of apparel and accessories, the resulting task list is appropriate for stockkeeping in a wide variety of areas.

In general, the sequence in which the areas of responsibility are organized in the Competency Task List indicate the relative amount of time a stockkeeper dedicates to each area, with the stockkeeper spending more time on those appearing first. The sequence in which the tasks are listed under each area of responsibility indicate the sequence in which those tasks are typically performed.

In order to meet different educational and training needs, the competency task list has been developed in two formats.

- The *Competency Task List for Stockkeeper in Apparel and Accessories Marketing* includes four types of information: (1) the areas of responsibility; (2) the tasks related to each area; (3) the relative importance of each task; and (4) whether or not each task is entry level. This format is *particularly useful for developing training plans and instructional materials.*

- The *Student Competency Check List for Stockkeeper in Apparel and Accessories Marketing* also includes the areas of responsibility and tasks related to each area. But it

is organized for *use in tracking individual student progress, both in the classroom and on the job*. Thus, it is useful for the student and the employer, as well as the teacher/coordinator, in ensuring that appropriate training is provided and the goals of that training are achieved. This Student Competency Check List may be duplicated for use with individual students.

The research conducted in this project also resulted in a list of *tools and equipment* that are used by stockkeepers in apparel and accessories marketing and ways in which stockkeepers use *basic academic skills* to do their jobs. This information should also be helpful in providing an appropriate and useful education for marketing students.

Competency Task List for Stockkeeper in Apparel and Accessories Marketing

Purpose

The format used in the following Competency Task List for Stockkeeper in Apparel and Accessories Marketing is *particularly useful in developing training plans and instructional materials*. It lists the twelve major areas of responsibility of that job, with the related tasks for each area listed beneath it. The importance of each task, averaged across all respondents, is designated by the number following the task, using a scale of 1 to 3 with 1 being "not important" and 3 being "essential." The percentage of respondents who indicated that a task is expected of an entry-level employee also follows each task.

Competency Task List

Areas of Responsibility and Tasks	Importance Scale 1-3 3=Essential	Entry Level - YES -
A. RECEIVE MERCHANDISE FROM VENDORS AND OTHER STORES WITHIN SAME COMPANY.		
1. Remove carton from truck.	1.7	50%
2. Check freight bill/manifest for accuracy.	2.8	62%
3. Check carton and merchandise for damage.	2.8	81%
4. Check to see if delivered in requested time frame.	2.3	62%
5. Move merchandise to appropriate area.	2.2	62%
6. Unpack carton.	2.3	86%
7. Check merchandise against packing slip.	2.7	86%
8. Verify receiver or purchase order is in system.	2.2	55%
9. Cross check receiver, purchase order, and merchandise.	2.3	47%
10. Prepare paperwork, neatly and legibly.	2.3	45%
11. Distribute paperwork as required.	2.3	50%

Areas of Responsibility and Tasks		Importance Scale 1-3 3=Essential	Entry Level - YES -
B.	RECEIVE MERCHANDISE FROM OTHER DEPARTMENTS WITHIN SAME STORE.		
1.	Check paperwork for accuracy and completeness.	2.7	56%
2.	Prepare paperwork.	2.4	28%
3.	Distribute paperwork as required.	2.3	56%
4.	Reticket merchandise.	2.5	39%
5.	Move merchandise to appropriate area.	2.4	79%
C.	HANDLE PROBLEMS WITH MERCHANDISE RECEIVED (SHORTAGES, OVERAGES, DAMAGE, INCORRECT OR INFERIOR MERCHANDISE).		
1.	Record problem on proper form.	2.6	68%
2.	Obtain decision on how to handle problem.	2.5	50%
3.	File claim, return merchandise, proceed with normal receiving procedures, or carry out other decision as indicated.	2.5	38%
4.	Notify originator of shipment.	2.0	32%
5.	Prepare appropriate paperwork.	2.3	41%
6.	Distribute paperwork as required.	2.4	55%
*	Validator added "Maintain follow-up records" as an essential non-entry-level task.		
D.	SHIP MERCHANDISE TO VENDORS OR OTHER STORES WITHIN SAME COMPANY.		
1.	Pull merchandise from stock if necessary.	2.5	79%
2.	Prepare merchandise for shipment.	2.3	90%
3.	Label merchandise for shipment.	2.3	72%
4.	Decide best transportation carrier.	2.0	21%
5.	Prepare internal paperwork and bill of lading.	2.2	42%
6.	Contact carrier for pickup.	1.9	56%

Areas of Responsibility and Tasks	Importance Scale 1-3 3=Essential	Entry Level - YES -
D. SHIP MERCHANDISE TO VENDORS OR OTHER STORES WITHIN SAME COMPANY (continued).		
7. Move merchandise to pickup area.	2.2	61%
8. Distribute paperwork as required.	2.2	69%
* Validator added "Prepare paperwork for warehouse" as an essential entry-level task.		
E. TRANSFER MERCHANDISE TO OTHER DEPARTMENTS WITHIN SAME STORE.		
1. Prepare paperwork.	2.2	46%
2. Pull merchandise from stock.	2.3	85%
3. Prepare merchandise for transfer.	2.1	69%
4. Label merchandise with transfer information.	2.2	79%
5. Move merchandise to appropriate area.	2.1	79%
6. Distribute paperwork as required.	2.2	62%
* Validator added "Coordinate movement with supervisors" as an important entry-level task.		
F. PREPARE SALES FLOOR FOR COMING DAY.		
1. Clean sales floor.	2.3	77%
2. Do minor maintenance and repair.	1.8	59%
3. Pick up and distribute day's supplies.	2.0	73%
4. Remove and report mismarked items.	2.3	64%
5. Stock floor with new and current merchandise.	2.5	77%
6. Ensure sales merchandise or substitute is on sales floor.	2.4	55%
7. Ensure correct signs are with merchandise.	2.5	68%
8. Set up fixtures as needed.	2.2	59%

Areas of Responsibility and Tasks	Importance Scale 1-3 3=Essential	Entry Level - YES -
F. PREPARE SALES FLOOR FOR COMING DAY (continued).		
9. Rearrange sales floor as needed.	2.1	59%
10. Create merchandise displays as appropriate.	2.3	64%
G. PREPARE MERCHANDISE FOR SALES FLOOR.		
1. Remove coverings, and change hangers as needed.	2.3	83%
2. Steam merchandise as needed.	2.1	65%
3. Prepare and attach price tickets on new merchandise.	2.4	65%
4. Verify prices have not changed when merchandise is restocked.	2.5	50%
5. Prepare and attach new price tickets to reflect price changes.	2.5	73%
6. Attach security chains and sensor tags as appropriate.	2.5	73%
H. MAINTAIN STOCKROOM.		
1. Keep area and merchandise clean and organized.	2.5	78%
2. Place new stock in appropriate location.	2.5	74%
3. Rotate merchandise.	2.2	65%
4. Maintain damaged goods, customer hold, and layaway areas.	2.2	65%
5. Keep area and merchandise ready for inventory.	2.3	65%
I. ASSIST WITH PHYSICAL INVENTORY.		
1. Restock sales floor.	2.4	80%
2. Ensure merchandise is located and organized properly.	2.3	65%
3. Ensure merchandise is ticketed correctly.	2.6	50%
4. Remove damaged merchandise to specified area.	2.2	70%

Areas of Responsibility and Tasks	Importance Scale 1-3 3=Essential	Entry Level - YES -
I. ASSIST WITH PHYSICAL INVENTORY (continued).		
5. Prepare list of in-stock merchandise.	2.0	50%
6. Count merchandise and record findings.	2.0	60%
7. Distribute paperwork as required.	2.1	55%
J. MAINTAIN SAFE AND SECURE ENVIRONMENT.		
1. Use proper techniques for lifting, reaching, etc.	2.8	100%
2. Use tools and equipment properly and safely.	2.6	91%
3. Keep tools and equipment in good condition.	2.3	68%
4. Keep areas clean and walkways clear.	2.6	91%
5. Report deficiencies in tools, equipment, and area.	2.4	81%
6. Know and follow employer's safety policies.	2.8	96%
7. Know and follow proper emergency procedures.	2.7	91%
8. Ensure security of incoming and outgoing merchandise.	2.7	86%
9. Stay alert to and report suspicious activities.	2.7	91%
K. DEVELOP AND MAINTAIN PROFESSIONAL BEHAVIORS AND ATTITUDES.		
1. Know and follow company's policies and procedures.	3.0	96%
2. Participate in meetings, training sessions, and other continuing education activities.	2.6	82%
3. Stay abreast of company and industry terminology and trends.	2.4	73%
4. Establish and maintain positive working relationships.	2.8	88%
5. Develop and maintain good oral and written communication skills.	2.7	91%

Areas of Responsibility and Tasks	Importance Scale 1-3 3=Essential	Entry Level - YES -
K. DEVELOP AND MAINTAIN PROFESSIONAL BEHAVIORS AND ATTITUDES (continued).		
6. Develop and maintain personal characteristics and attitudes that enhance value as an employee.	2.7	91%
L. OTHER SKILLS AND KNOWLEDGE		
1. Reading	2.7	95%
2. Writing	2.7	95%
3a. Addition, subtraction, multiplication, and division	2.7	91%
3b. Percentages	2.4	86%
3c. Decimals	2.4	86%
3d. Weights and measures	2.0	72%
4. Oral communication	2.7	100%
5. Computers	2.3	62%

Student Competency Check List

Stockkeeper
in Apparel and Accessories Marketing

Student _____

A. RECEIVE MERCHANDISE FROM VENDORS AND OTHER STORES WITHIN SAME COMPANY.

___ 1. Remove carton from truck.
___ 2. Check freight bill/manifest for accuracy.
___ 3. Check carton and merchandise for damage.
___ 4. Check to see if delivered in requested time frame.
___ 5. Move merchandise to appropriate area.
___ 6. Unpack carton.
___ 7. Check merchandise against packing slip.
___ 8. Verify receiver or purchase order is in system.
___ 9. Cross check receiver, purchase order, and merchandise.
___ 10. Prepare paperwork, neatly and legibly.
___ 11. Distribute paperwork as required.

B. RECEIVE MERCHANDISE FROM OTHER DEPARTMENTS WITHIN SAME STORE.

___ 1. Check paperwork for accuracy and completeness.
___ 2. Prepare paperwork.
___ 3. Distribute paperwork as required.
___ 4. Reticket merchandise.
___ 5. Move merchandise to appropriate area.

C. HANDLE PROBLEMS WITH MERCHANDISE RECEIVED (SHORTAGES, OVERAGES,DAMAGE, INCORRECT OR INFERIOR MERCHANDISE).

___ 1. Record problem on proper form.
___ 2. Obtain decision on how to handle problem.
___ 3. File claim, return merchandise, proceed with normal receiving with normal receiving procedures, or carry out other decision as indicated.
___ 4. Notify originator of shipment.
___ 5. Prepare appropriate paperwork.
___ 6. Distribute paperwork as required.

D. SHIP MERCHANDISE TO VENDORS OR OTHER STORES WITHIN SAME COMPANY.

___ 1. Pull merchandise from stock if necessary.
___ 2. Prepare merchandise for shipment.
___ 3. Label merchandise for shipment.
___ 4. Decide best transportation carrier.
___ 5. Prepare internal paperwork and bill of lading.
___ 6. Contact carrier for pickup.
___ 7. Move merchandise to pickup area.
___ 8. Distribute paperwork as required.

E. TRANSFER MERCHANDISE TO OTHER DEPARTMENTS WITHIN SAME STORE.

___ 1. Prepare paperwork
___ 2. Pull merchandise from stock.
___ 3. Prepare merchandise for transfer.
___ 4. Label merchandise with transfer information.
___ 5. Move merchandise to appropriate area.
___ 6. Distribute paperwork as required.

F. PREPARE SALES FLOOR FOR COMING DAY.

___ 1. Clean sales floor.
___ 2. Do minor maintenance and repair.

___ 3. Pick up and distribute day's supplies.
___ 4. Remove and report mismarked items.
___ 5. Stock floor with new and current merchandise.
___ 6. Ensure sales merchandise or substitute is on sales floor.
___ 7. Ensure correct signs are with merchandise.
___ 8. Set up fixtures as needed.
___ 9. Rearrange sales floor as needed.
___ 10. Create merchandise displays as appropriate.

G. PREPARE MERCHANDISE FOR SALES FLOOR.
___ 1. Remove coverings, and change hangers as needed.
___ 2. Steam merchandise as needed.
___ 3. Prepare and attach price tickets on new merchandise.
___ 4. Verify prices have not changed when merchandise is restocked.
___ 5. Prepare and attach new price tickets to reflect price changes.
___ 6. Attach security chains and sensor tags as appropriate.

H. MAINTAIN STOCKROOM.
___ 1. Keep area and merchandise clean and organized.
___ 2. Place new stock in appropriate location.
___ 3. Rotate merchandise.
___ 4. Maintain damaged goods, customer hold, and layaway areas.
___ 5. Keep area and merchandise ready for inventory.

I. ASSIST WITH PHYSICAL INVENTORY.
___ 1. Restock sales floor.
___ 2. Ensure merchandise is located and organized properly.
___ 3. Ensure merchandise is ticketed correctly.
___ 4. Remove damaged merchandise to specified area.
___ 5. Prepare list of in-stock merchandise.
___ 6. Count merchandise and record findings.
___ 7. Distribute paperwork as required.

J. MAINTAIN SAFE AND SECURE ENVIRONMENT.
___ 1. Use proper techniques for lifting, reaching, etc.
___ 2. Use tools and equipment properly and safely.
___ 3. Keep tools and equipment in good condition.
___ 4. Keep areas clean and walkways clear.
___ 5. Report deficiencies in tools, equipment, and area.
___ 6. Know and follow employer's safety policies.
___ 7. Know and follow proper emergency procedures.
___ 8. Ensure security of incoming and outgoing merchandise.
___ 9. Stay alert to and report suspicious activities.

K. DEVELOP AND MAINTAIN PROFESSIONAL BEHAVIORS AND ATTITUDES.
___ 1. Know and follow company's policies and procedures.
___ 2. Participate in meetings, training sessions, and other continuing education activities.
___ 3. Stay abreast of company and industry terminology and trends.
___ 4. Establish and maintain positive working relationships.
___ 5. Develop and maintain good oral and written communication skills.
___ 6. Develop and maintain personal characteristics and attitudes that enhance value as an employee.

L. OTHER SKILLS AND KNOWLEDGE

___ 1. Reading

___ 2. Writing

___ 3a. Addition, subtraction, multiplication, and division

___ 3b. Percentages

___ 3c. Decimals

___ 3d. Weights and measures

___ 4. Oral communication

___ 5. Computers

Tools and Equipment for Stockkeeper in Apparel and Accessories Marketing

The following are the main tools and equipment that are used by stockkeepers in apparel and accessories marketing.

Calculator
Computer
Dolly
Fax
Flatbed
Forklift
Freight elevator
Hand tools
Labeler
Ladder
Postage meter
Rolling racks
Scales
Telephone
Ticket machine
Time clock
Trash compactor
Typewriter

Academic Skills for Stockkeeper in Apparel and Accessories Marketing

The following are some of the ways that stockkeepers in apparel and accessories marketing use reading, writing, mathematics, and science in their jobs.

Reading

Abbreviations and symbols
Bills of lading
Calendars
Charts
Computer menus
Employee benefits
Employment forms
Floorplans and blueprints
Inventory reports
Job application forms
Journals and log books
Labels
Merchandise transfer forms
Memorandums and messages
Packing slips
Paychecks
Policies and procedures of carriers
Policies and procedures of employers
Policies and procedures of vendors
Pricing information
Product information
References
Request forms
Ticket information
Time cards
Truck manifests
Work schedules

Writing

Bills of lading
Employment forms
Inventory
Job application forms
Journals and log books
Labels
Merchandise transfer forms
Price change forms
Request forms
Tickets

Mathematics

Charts
Checking merchandise
Department breakdowns
Interpreting floorplans
Measuring merchandise and cartons
Merchandise transfer forms
Paychecks
Pricing merchandise
Receiving merchandise
Records and forms
Shipping merchandise
Taking inventory
Time cards
Weighing merchandise

Science

Chemical reactions of paint, cleaning supplies, etc.
Leverage

III

Development of the Competency Task Lists

Development of the Competency Task Lists

Introduction and Overview

This section describes how the lists of competencies and related information for salespersons and stockkeepers in apparel and accessories marketing were developed and validated. It also provides examples of the tools that were used in accomplishing these tasks.

This information is provided to assist teachers in developing and validating additional competency task lists for other areas of marketing.

Developing the Competency Task Lists

Marketing Education Curriculum Advisory Task Force

The Marketing Education Curriculum Advisory Task Force for 1990-91 discussed the development of competency task lists for jobs in the occupational category of apparel and accessories marketing at their annual meeting in August 1990. The committee recommended possible resources to help determine the most appropriate job titles for which to develop task lists and to serve as advisory committee members. The committee also discussed possible uses for the task lists resulting from this project.

Marketing Education Project Advisory Committee

The Marketing Education Project Advisory Committee for 1990-91 discussed the development and validation of competency task lists for jobs in apparel and accessories marketing at their fall meeting on September 21, 1990. The committee recommended that the jobs of salesperson and stockkeeper be the focuses of the project. The committee also made recommendations on how the project should be conducted and what form the final products should take.

The Project Advisory Committee also discussed this project at their spring meeting on April 5, 1991. At that time, the committee recommended individuals and businesses to help validate the task lists (see Tools for Developing and Validating the Competency Task Lists). And the committee suggested ways to organize the final products to facilitate the development of training plans, competency profiles, and individualized instructional materials and to facilitate periodic updating and revalidation of the list.

Salesperson and Stockkeeper Advisory Committees

The Salesperson Advisory Committee, made up of workers and supervisors with current occupational expertise in sales in apparel and accessories, was established; nine committee members from four businesses met on March 11-12, 1991. The Stockkeeper Advisory Committee, made up of workers and supervisors with current occupational expertise in stockkeeping in apparel and accessories, was established; five committee members from three businesses met on March 18, 1991.

At each meeting, the Advisory Committees discussed the project's purpose and goals, the committees' role in meeting those goals, and the procedures that would be followed during and after the meeting. Then, using modified small-group brainstorming techniques, the committee did an occupational analysis of the job of a salesperson or stockkeeper in apparel and accessories, collectively describing what must be done to be successful in this job. Their descriptions consisted of lists of areas of responsibility for salespersons and stockkeepers and the job tasks that fall within each area.

Validating the Competency Task Lists

Survey Forms

The competency task lists that resulted from meetings of the Salesperson and Stockkeeper Advisory Committees were analyzed, refined, and organized into survey forms for validation. To encourage a high response rate to the surveys, the information requested was limited to that considered to be the most critical: (a) the respondent's level of experience in sales or stockkeeping and in supervision, in retail in general and in apparel and accessories in particular; (b) the importance of each task; and (c) whether or not the task would be expected of a beginning (entry-level) salesperson or stockkeeper in apparel and accessories. Respondents were also given the opportunity to add tasks that they felt were appropriate and to make general comments.

Educators

The Salesperson and Stockkeeper in Apparel and Accessories survey forms were distributed to approximately 50 educators, including (a) the Marketing Education staff at the Texas Education Agency, (b) members of the Marketing Education Curriculum Advisory Task Force, (c) members of the Marketing Education Project Advisory Committee, and (d) participants in the 1991 Marketing Education Professional Improvement Conference who volunteered to participate in the survey. Business reply envelopes were provided to encourage a high response rate.

Business People

The Salesperson and Stockkeeper in Apparel and Accessories survey forms were also distributed to approximately 185 business people, including (a) members of the Salesperson and Stockkeeper Advisory Committees; (b) selected members of the Texas Retailers Association; and (c) business people recommended by Marketing Education

teachers. To encourage a high response rate, business reply envelopes were provided, and copies of the final competency task list were offered free of charge.

Refinements and Modifications

The comments and suggestions of the educators and business people who responded to the surveys were analyzed. And the Competency Task Lists for Salesperson and Stockkeeper in Apparel and Accessories Marketing were refined and modified, in accordance with these recommendations.

Tools Used in Developing and Validating the Competency Task Lists

The following pages provide examples of the tools used to develop and validate the competency task lists for salesperson and stockkeeper in apparel and accessories marketing, presented in the order in which they were used.

These tools include—

(1) a request for validators for the competency task lists;
(2) handouts for an advisory committee meeting, including an agenda and information to help clarify the occupation that would be addressed, the meaning of the terms "area of responsibility" and "task," and sample action verbs for the task statements to be developed;
(3) a survey form used to validate the areas of responsibility and tasks; and
(4) letters that accompanied the survey form.

These tools can easily be adapted for use in developing competency task lists for other areas of marketing, as well.

DIVISION OF CONTINUING EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Extension Instruction & Materials Center · P. O. Box 7218 · Austin, Texas 78713-7218 · (512) 471-7716

April 5, 1991

TO: Project Advisory Committee Members

FROM: Barbara Selke-Kern

RE: Validation of Task Lists for Salespersons and Stockkeepers in Apparel and Accessories Marketing

In order to validate the task lists that have been developed in this project, we plan to send questionnaires to teachers and industry representatives. No more than 20 minutes will be required to answer these questionnaires.

We plan to ask the members of MECATF to complete the questionnaires as representatives of the teachers. This will provide a complete geographical representation across the state.

We need your help in identifying appropriate individuals to represent the industry. These people should be currently active in the occupation and have the necessary experience and expertise to validate the task list. We would like as many names as you can supply, since not everyone will respond. Please list the names and addresses below and return this sheet to me BY APRIL 19, using the business reply envelope provided.

SALESPERSON (names and addresses)

SUPERVISORS OF SALESPERSONS (names and addresses)

STOCKPERSONS (names and addresses)

SUPERVISORS OF STOCKPERSONS (names and addresses)

Your name _____ May we use you as a reference? ___ Yes ___ No

DIVISION OF CONTINUING EDUCATION
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Task Validation Study
— Stockkeeper —

Advisory Committee Meeting
March 18-19, 1991

Agenda

Monday

8:30 a.m.	Welcome	Jim Cockrum
8:40 a.m.	Introductions and orientation	Dr. Barbara Selke-Kern
9:00 a.m.	Establish working definition Identify areas of responsibility	Group discussion
10:15 a.m.	Break	
10:30 a.m.	Identify areas of responsibility (continued) Identify tasks for one to two areas of responsibility	Group discussion
12:00 noon	Lunch	
12:45 p.m.	Identify tasks for three to four areas of responsibility	Group discussion
2:30 p.m.	Break	
2:45 p.m.	Identify tasks for rest of areas of responsibility	Group discussion
4:30 p.m.	Adjourn for day	

Tuesday

8:30 a.m.	Review and refine tasks	Group discussion
10:00 a.m.	Break	
10:15 a.m.	Review and refine tasks (continued) Sequence areas of responsibility and tasks	Group discussion
11:30 a.m.	Adjourn	

Task Validation Study
— Stockkeeper: Apparel and Accessories —

WORKING DEFINITION OF STOCKKEEPER / STOCK CLERK

Receives incoming merchandise and carries out appropriate paperwork associated with receipt. Checks incoming merchandise and takes action, including possible returns to vendors. Maintains stock room. Carries out mathematics and other tasks related to marking stock for sale. Prepares stock for selling. Routes stock to selling floor or takes stock to point of sale. Carries out tasks related to inventory control. May arrange stock at point of sale. May report to management information it needs.

AREAS OF RESPONSIBILITY AND TASKS

Area of responsibility—a cluster of tasks grouped according to function. *(8-12 areas)*

Task—a separate and distinct work activity that is observable, is performed within a short period of time, and leads to a product, service, or decision. *(6 or more tasks per area)*

EXAMPLE:

Area of responsibility	PREPARE GOODS FOR SHIPMENT TO CUSTOMERS.
Tasks related to this area of responsibility	The employee must be able to— • Check invoices against items gathered. • Select packaging and packing materials. • Package goods. • Wrap packages. • Seal packages. • Attach packing slips to packages. • Label packages. • Weigh packages. • Select shipping modes. • Prepare bills of lading.

A task statement—
- is used for training and supervising workers
- is a short concise description of a clearly observable task
- contains an action verb and an object (Check invoices against items gathered.)
- contains a qualifier, where appropriate (Check invoices against items gathered.)
- refers to a skill
- does not refer to knowledge or attitudes
- does not refer to tools or equipment that merely support the performance of the task

SAMPLE ACTION VERBS FOR TASK STATEMENTS

adjust
advise
apply
arrange
attach
calculate
check
choose
clean
compare
count
determine
estimate
gather
greet
identify
inspect
interpret
inventory
locate
maintain
make
manage
measure
monitor
notify
obtain
open
participate
perform
phone
plan
prepare
process
read
receive
recommend
remove
repair
replace
review
rotate
select
sort
stack
straighten
train
verify
weigh
wrap
write

STOCKKEEPER IN APPAREL AND ACCESSORIES

PURPOSE: The purpose of this survey is to identify the most important tasks that stockkeepers in apparel and accessories perform. This information will be used to develop training plans and instructional materials to prepare high school students for successful work in this area. Your help in this project is very important. Please read the directions carefully and answer every question. Feel free to add any additional tasks or any general comments you may have.

PART I—GENERAL INFORMATION

INSTRUCTIONS: Read each item carefully and write your response in the blanks provided.

1. I currently work at _____ (name of employer).
2. My job title is _____.
3. I have had _____ years' experience in stockkeeping, including _____ years in apparel and accessories.
4. I have had _____ years' experience in supervising stockkeeping, including _____ years in apparel and accessories.
5. Comments (use additional paper, if desired) (optional)

PART II—TASKS

INSTRUCTIONS: This questionnaire contains a list of tasks divided into 12 major areas. For each task, answer the two following questions by circling one response in each column. Be sure to answer both questions for every task.

1. How <u>important</u> is the task in the role of a stockkeeper in apparel and accessories?
2. Is the task expected of a <u>beginning</u> (entry level) stockkeeper in apparel and accessories?

TASK	IMPORTANCE OF TASK			ENTRY LEVEL	
	Essential	Important	Not important	Yes	No
	3	2	1	2	1
A. RECEIVE MERCHANDISE FROM VENDORS AND OTHER STORES WITHIN SAME COMPANY.					
1. Remove carton from truck.	3	2	1	2	1
2. Check freight bill/manifest for accuracy.	3	2	1	2	1
3. Check carton and merchandise for damage.	3	2	1	2	1
4. Check to see if delivered in requested time frame.	3	2	1	2	1
5. Move merchandise to appropriate area.	3	2	1	2	1
6. Unpack carton.	3	2	1	2	1
7. Check merchandise against packing slip.	3	2	1	2	1
8. Verify receiver or purchase order is in system.	3	2	1	2	1
9. Cross check receiver, purchase order, and merchandise.	3	2	1	2	1
10. Prepare paperwork.	3	2	1	2	1
11. Distribute paperwork as required.	3	2	1	2	1
12.	3	2	1	2	1

TASK	IMPORTANCE OF TASK			ENTRY LEVEL	
	Essential	Important	Not important	Yes	No
	3	2	1	2	1
B. RECEIVE MERCHANDISE FROM OTHER DEPARTMENTS WITHIN SAME STORE.					
1. Check paperwork for accuracy and completeness.	3	2	1	2	1
2. Prepare paperwork.	3	2	1	2	1
3. Distribute paperwork as required.	3	2	1	2	1
4. Reticket merchandise.	3	2	1	2	1
5. Move merchandise to appropriate area.	3	2	1	2	1
6.	3	2	1	2	1
C. HANDLE PROBLEMS WITH MERCHANDISE RECEIVED (SHORTAGES, OVERAGES, DAMAGE, INCORRECT OR INFERIOR MERCHANDISE).					
1. Record problem on proper form.	3	2	1	2	1
2. Obtain decision on how to handle problem.	3	2	1	2	1
3. File claim, return merchandise, proceed with normal receiving procedures, or carry out other decision as indicated.	3	2	1	2	1
4. Notify originator of shipment.	3	2	1	2	1
5. Prepare appropriate paperwork.	3	2	1	2	1
6. Distribute paperwork as required.	3	2	1	2	1
7.	3	2	1	2	1
D. SHIP MERCHANDISE TO VENDORS OR OTHER STORES WITHIN SAME COMPANY.					
1. Pull merchandise from stock if necessary.	3	2	1	2	1
2. Prepare merchandise for shipment.	3	2	1	2	1
3. Label merchandise for shipment.	3	2	1	2	1
4. Decide best transportation carrier.	3	2	1	2	1
5. Prepare internal paperwork and bill of lading.	3	2	1	2	1
6. Contact carrier for pickup.	3	2	1	2	1
7. Move merchandise to pickup area.	3	2	1	2	1
8. Distribute paperwork as required.	3	2	1	2	1
9.	3	2	1	2	1
E. TRANSFER MERCHANDISE TO OTHER DEPARTMENTS WITHIN SAME STORE.					
1. Prepare paperwork.	3	2	1	2	1
2. Pull merchandise from stock.	3	2	1	2	1
3. Prepare merchandise for transfer.	3	2	1	2	1
4. Label merchandise with transfer information.	3	2	1	2	1
5. Move merchandise to appropriate area.	3	2	1	2	1
6. Distribute paperwork as required.	3	2	1	2	1
7.	3	2	1	2	1

TASK	IMPORTANCE OF TASK			ENTRY LEVEL	
	Essential 3	Important 2	Not important 1	Yes 2	No 1
F. PREPARE SALES FLOOR FOR COMING DAY.					
1. Clean sales floor.	3	2	1	2	1
2. Do minor maintenance and repair.	3	2	1	2	1
3. Pick up and distribute day's supplies.	3	2	1	2	1
4. Remove and report mismarked items.	3	2	1	2	1
5. Stock floor with new and current merchandise.	3	2	1	2	1
6. Ensure sales merchandise or substitute is on sales floor.	3	2	1	2	1
7. Ensure correct signs are with merchandise.	3	2	1	2	1
8. Set up fixtures as needed.	3	2	1	2	1
9. Rearrange sales floor as needed.	3	2	1	2	1
10. Create merchandise displays as appropriate.	3	2	1	2	1
11.	3	2	1	2	1
G. PREPARE MERCHANDISE FOR SALES FLOOR.					
1. Remove coverings, and change hangers as needed.	3	2	1	2	1
2. Steam merchandise as needed.	3	2	1	2	1
3. Prepare and attach price tickets on new merchandise.	3	2	1	2	1
4. Verify prices have not changed when merchandise is restocked.	3	2	1	2	1
5. Prepare and attach new price tickets to reflect price changes.	3	2	1	2	1
6. Attach security chains and sensor tags as appropriate.	3	2	1	2	1
7.	3	2	1	2	1
H. MAINTAIN STOCKROOM.					
1. Keep area and merchandise clean and organized.	3	2	1	2	1
2. Place new stock in appropriate location.	3	2	1	2	1
3. Rotate merchandise.	3	2	1	2	1
4. Maintain damaged goods, customer hold, and layaway areas.	3	2	1	2	1
5. Keep area and merchandise ready for inventory.	3	2	1	2	1
6.	3	2	1	2	1
I. ASSIST WITH PHYSICAL INVENTORY.					
1. Restock sales floor.	3	2	1	2	1
2. Ensure merchandise is located and organized properly.	3	2	1	2	1
3. Ensure merchandise is ticketed correctly.	3	2	1	2	1
4. Remove damaged merchandise to specified area.	3	2	1	2	1
5. Prepare list of in-stock merchandise.	3	2	1	2	1
6. Count merchandise and record findings.	3	2	1	2	1
7. Distribute paperwork as required.	3	2	1	2	1
8.	3	2	1	2	1

TASK	IMPORTANCE OF TASK			ENTRY LEVEL	
	Essential	Important	Not important	Yes	No
	3	2	1	2	1
J. MAINTAIN SAFE AND SECURE ENVIRONMENT.					
1. Use proper techniques for lifting, reaching, etc.	3	2	1	2	1
2. Use tools and equipment properly and safely.	3	2	1	2	1
3. Keep tools and equipment in good condition.	3	2	1	2	1
4. Keep areas clean and walkways clear.	3	2	1	2	1
5. Report deficiencies in tools, equipment, and area.	3	2	1	2	1
6. Know and follow employer's safety policies.	3	2	1	2	1
7. Know and follow proper emergency procedures.	3	2	1	2	1
8. Ensure security of incoming and outgoing merchandise.	3	2	1	2	1
9. Stay alert to and report suspicious activities.	3	2	1	2	1
10.	3	2	1	2	1
K. DEVELOP AND MAINTAIN PROFESSIONAL BEHAVIORS AND ATTITUDES.					
1. Know and follow company's policies and procedures.	3	2	1	2	1
2. Participate in meetings, training sessions, and other continuing education activities.	3	2	1	2	1
3. Stay abreast of company and industry terminology and trends.	3	2	1	2	1
4. Establish and maintain positive working relationships.	3	2	1	2	1
5. Develop and maintain good oral and written communication skills.	3	2	1	2	1
6. Develop and maintain personal characteristics and attitudes that enhance value as an employee.	3	2	1	2	1
7.	3	2	1	2	1
L. OTHER SKILLS AND KNOWLEDGE					
1. Reading	3	2	1	2	1
2. Writing	3	2	1	2	1
3a. Addition, subtraction, multiplication, and division	3	2	1	2	1
3b. Percentages	3	2	1	2	1
3c. Decimals	3	2	1	2	1
3d. Weights and measures	3	2	1	2	1
4. Oral communication	3	2	1	2	1
5. Computers	3	2	1	2	1
6.	3	2	1	2	1

THANK YOU FOR COMPLETING THIS SURVEY.
PLEASE RETURN IT BY SEPTEMBER 1 TO:
Dr. Barbara Selke-Kern, University of Texas at Austin/EIMC, P.O. Box 7218, Austin, Texas 78713-7218

DIVISION OF CONTINUING EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

Extension Instruction & Materials Center · P. O. Box 7218 · Austin, Texas 78713-7218 · (512) 471-7716

November 1, 1991

Dear General Manager:

The University of Texas at Austin and the Texas Education Agency are conducting a study to identify the most important tasks that *salespeople and stockkeepers in apparel and accessories* perform, so that effective and appropriate training plans and instructional materials can be developed to prepare high school students for successful work in these areas. Your valuable assistance will help ensure that the results of the study are of the highest quality.

Two competency task lists have been developed by your peers, one for salespeople and the other for stockkeepers. As one of approximately 150 retailers in the nation chosen to verify these lists, your response to the enclosed surveys will contribute significantly to our research effort and more importantly will help improve the quality of workers in sales and stockkeeping.

Please take the time now to identify one or more individuals in your organization who are qualified to assess the importance of the tasks on the lists and employers' expectations regarding these tasks. Then have those individuals complete the surveys and return them to me in the enclosed business reply envelope by November 15. All responses will be kept confidential and only group responses will be reported. If you wish to receive a copy of the final competency task lists, return the enclosed request form along with the completed surveys.

Thank you for your valuable assistance in this important endeavor.

Sincerely,

Barbara E. Selke-Kern, Ph.D.
Director, EIMC-Educational Resources

Enclosures

REQUEST FORM

Competency Task Lists for Salespeople and Stockkeepers in Apparel and Accessories

Attached is the following completed survey(s). Please send to me a copy of the final competency task list(s) that I have checked (√), when it becomes available.

____ Competency Task List for Salespeople in Apparel and Accessories
____ Competency Task List for Stockkeepers in Apparel and Accessories

Name _____

Title _____

Company _____

Address _____

City _____ State _____ ZIP _____

Return the survey(s) and this form in the enclosed business reply envelope to

Dr. Barbara E. Selke-Kern
EIMC—Educational Resources
The University of Texas at Austin
P. O. Box 7218
Austin, Texas 78713-7218

RETURN BY NOVEMBER 15, 1991

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 and 11375; TITLE IX 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulation by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs of activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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